



Mental Health and Disability Services Redesign 2011

Children Identified as Entitled to Special Education – Graduation Rates, Identification of Disabilities, Prevalence & Projects

Source: DHS/ Mental Health & Disability Services - Compiled from Department of Public Education Documents

Date Created: August 31, 2011

1. **Question**-What are the graduation rates of children who are receiving Special Education Services compared to all children.

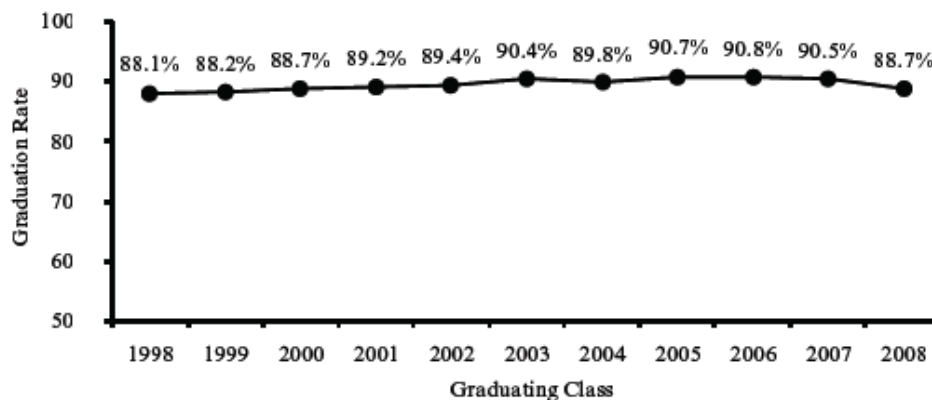
Answer-For the school year 2008-2009, the graduation rate was 88.7% for all public school students. For youth with an IEP, the graduation rate was 79.55%.

High School Graduation Rates

Indicator: Percent of high school students who graduate, reported for all students by gender and by race/ethnicity.

Figure 85

IOWA PUBLIC SCHOOL GRADUATION RATES GRADUATING CLASSES OF 1998 TO 2008



Source: Iowa Department of Education, Bureau of Planning, Research, Development and Evaluation Services, Basic Educational Data Survey, High School Completers and Dropout files.

Note: A high school graduate includes regular diploma recipients. Graduation rates were calculated by dividing the number of high school graduates in a given year by the sum of the number of high school graduates in that year and dropouts over a four year period.

| FFY | Measurable and Rigorous Target |
|---------------------|---|
| 2008 (2008-2009) | The percent of youth with IEPs graduating high school with a regular diploma will be greater than or equal to 91.30%. |

Actual Target Data for FFY 2009 (2009-2010):

Actual target data for Indicator B1 for FFY 2009 (2009-2010) are summarized in Figure B1.1.

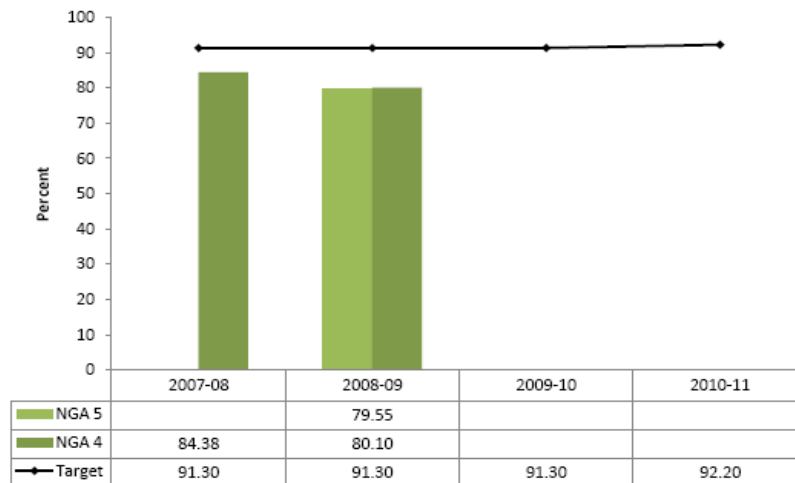


Figure B1.1. Percent of youth with IEPs graduating high school with a regular diploma based on the NGA cohort rate using five years and four years of data. Source: Iowa Department of Education Project EASIER, FFY 2007 (2007-2008) through FFY 2008 (2008-2009).

As depicted in Figure B1.1, Iowa did not meet the target for Indicator 1 for FFY 2008 (2008-2009)¹. The actual data showed 79.55% of students with IEPs graduating high school with a regular diploma while the measurable and rigorous target was 91.30%. In order to determine if this represents progress or slippage from FFY 2007 (2007-2008) we use the comparison of the four-year cohort calculations using four years of data. Figure B1.1 shows slippage of 4.28% from the prior fiscal year using the comparable measure.

2. Question- What types of disabilities do children have who receive Special Education?

Answer from the DE- No data is available on disability incidence by type because IEP teams are not required to identify students by category. The definition of those requiring special education is below.

“As defined by Iowa Code (256.2), those requiring special education include, “Persons under 21 years of age, including children under five years of age, who have a disability in obtaining an education because of a head injury, autism, behavioral disorder, or physical, mental, communication, or learning disability, as defined by the rules of the Department of Education.”

Data Source-Annual Condition of Education Report 2009, Iowa Department of Education

3. **Question**-What is the prevalence rate for children identified as receiving special education services, compared to all children?

Answer- “While the number of special education students steadily increased from 1997-1998 to 2004-2005, more recent years have seen slight decreases (Table 9). Despite these recent numerical declines, special education students continue to account for approximately 13 percent of total enrollment.

Table 9

| IOWA'S PUBLIC SCHOOL SPECIAL EDUCATION ENROLLMENT 1997-1998, 2003-2004 TO 2008-2009 | | | | | |
|--|----------------------|------------------------------|------------------------------------|----------------------|--|
| School Year | Certified Enrollment | Special Education Enrollment | As Percent of Certified Enrollment | Certified Enrollment | Annual Percent Change Special Education Enrollment |
| 1997-1998 | 505,130 | 59,711 | 11.8% | n/a | n/a |
| 2003-2004 | 485,011 | 65,027 | 13.4 | n/a | n/a |
| 2004-2005 | 483,335 | 65,065 | 13.5 | -0.3% | 0.1% |
| 2005-2006 | 483,105 | 64,350 | 13.3 | 0.0 | -1.1 |
| 2006-2007 | 482,584 | 63,411 | 13.1 | -0.1 | -1.5 |
| 2007-2008 | 480,609 | 61,859 | 12.9 | -0.4 | -2.4 |
| 2008-2009 | 477,019 | 60,581 | 12.7 | -0.7 | -2.1 |

Source: Iowa Department of Education, Division of School Support and Information, Certified Enrollment files and Division of PK-12 Education Programs, Bureau of Student and Family Support Services, December 1 Special Education files.

4. **Question**-What is the projected prevalence of special education students?

Answer-Information provided by Marty Ikeda, [Chief of the Bureau of Student & Family Support Services](#) regarding projections of numbers of children identified for Special Education-August 24, 2011

Projections I don't know. Should be 12 percent or lower. With the work in Response to Intervention, I would predict lower identification rates, but really, any child with a disability who needs an IEP, ought to get identified. As enrollments go down and need goes up, we oftentimes see identification rates go up at the building level: more an indicator that the building is wrestling with differentiation of instruction or emerging diverse needs in the general population than an indicator of true disability increase-they don't have good program options outside of special education so they identify as disabled the children who might really be children who have not been taught content or given a solid opportunity to learn content. With response to intervention, there should be more options for targeted support in general education, so IEP numbers ought to go down. Buildings where response to intervention has worked well, have 7-8% identification rates. We probably can't expect that as a state, but it would be reasonable to say "below historic averages", so 9-11% seems reasonable.